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Foreword

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FOREWORD

We are excited to present Volume 17 of *Research in Outdoor Education*. We trust that you'll find the four articles and one resource review included in this volume of interest. The Journal is intended to appeal to researchers, practitioners, educators and post-secondary students through the exploration and discussion of diverse perspectives on the theoretical, empirical, and practical aspects of outdoor education in its broadest sense.

Volume 17 contains five diverse submissions. The issue begins with a paper from Paul Stonehouse, titled "The Unnecessary Prescription of Transcription: The Promise of Audio-coding in Interview Research." This study investigates the differences between audio-coding and whole interview transcription, while comparing the respective strengths and weaknesses of each approach. The topic is explored through a detailed analysis of the available audio-coding literature, and through the personal experience of the author using Computer-Assisted Qualitative Data Analysis Software (CAQDAS). The second paper by Jeremy Jostad, Jim Sibthorp, Jonathan E. Butner, and Shannon Rochelle is titled "Adolescent Sense of Belonging in Outdoor Adventure Education: The Influence of Conflict and Instructors." Using a dynamical systems theory framework and analysis, this study sought to understand how a sense of belonging develops in adolescence within a wilderness-based outdoor adventure education program. The third paper by Matthew B. Albert is titled "The Relationship Between Leadership Style and Group Cohesion in Outdoor Education." This paper reports the findings of a study that explored the relationship between leadership style and group cohesion in outdoor education. The fourth paper by Ryan Hines, Curt Davidson, Ryan Zwart, and Alan Ewert is titled "Exploring Motivations and Constraints of Minority Participation: College Outdoor Adventure Programs." From a constructivist paradigm, this study investigated awareness of university outdoor programming, factors contributing to leisure choice in outdoor recreation, and the motivations or constraints influencing individual participation. The fifth and final paper is a resource review of *Dynamic Horizons: A Research and Conceptual Summary of Outdoor Education*, written by Chloe Humphreys, and reviewed by Tim

O’Connell and Garrett Hutson. This resource explores current understandings of outdoor education and expands on the potential for widening the breadth and depth of how outdoor education is operationalized from a Canadian perspective.

As always, professionals, students, and academics are encouraged to present original research, practice perspectives, reviews, conceptual and theoretical papers, student papers, brief reports and research notes to *Research in Outdoor Education*. During the review process, articles undergo a double-blind review through reviewers with expertise appropriate to the particular submission. Central criteria for publication are that the material is (a) relevant to the topic of outdoor education; (b) theoretically, empirically, or practically based; and (c) substantive in the sense of proposing, discovering, or replicating knowledge in the field of outdoor education. Please contact us if you would like to submit a manuscript, or for more information about any style of submission.

Warm regards,

Tim O’Connell and Garrett Hutson
Co-editors of *Research in Outdoor Education*

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